DOCUMENT RESUME

ED 290 647 SO 018 413

TITLE	Guide to Social Studies Program Evaluation: K-6.
INSTITUTION	New York State Education Dept., Albany.
PUB DATE	87
NOTE	87p.
PUB TYPE	Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Curriculum Evaluation; Educational Assessment; Elementary Education; *Elementary School Curriculum; Guidelines; Needs Assessment; Program Design; Program Effectiveness; *Program Evaluation; *Program Improvement; *Social Studies; State Programs
IDENTIFIERS	*New York

ABSTRACT

Developed for use in New York State elementary school social studies program evaluations, this guide outlines procedures and suggests the design of forms for identifying key questions, gathering and analyzing relevant data, and developing plans for program improvements. It is intended to assess strengths and weaknesses within current programs as a means of reaching decisions that could aid program improvement. The guide recommends that school districts follow an eight step evaluation process. Step one suggests a process to select a social studies evaluation coordinator, while step two recommends the formation of a social studies program evaluation committee in each building that includes representation from all grade and special levels, parent groups, and the community. Step three presents samples of key questions to ask while undertaking an evaluation program. Step four provides a chart for establishing a timeline. Step five describes methods of collecting and analyzing data and includes: (1) sample program evaluation test summary sheets; (2) survey questionnaires; (3) yearly planning forms; (4) inventory forms to record social studies materials, community resources, and staff development; and (5) a program evaluation form. Steps six and seven describe suggestions for assessing program strengths and needs, and step eight offers information on how to begin to develop a social studies program that is based upon needs identified through this evaluation process. Appendices include a sample of a completed school program evaluation and a form for the evaluation of this guide. Charts are included. (JHP)

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GUIDE TO SOCIAL STUDIES PROGRAM EVALUATION K–6

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

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INTRODUCTION

The Part 100 of the Commissioner's Regulations developed to implement the 1984 Regents Action Plan requires that all students take the program evaluation test in social studies by the end of the sixth grade, beginning in May 1987. Program evaluation tests are defined as "assessments of local instructional program by means of written tests administered to students and other measurement techniques."

Program evaluation rests on three basic assumptions related to school and program improvement. The first is that in order to be effective, program improvement efforts must involve local staff and relate to the building-level needs in local schools and districts. The second assumption is that effective evaluation involves not only testing students, but also obtaining information about such elements as materials, resources used, staff development needed, and level of program implementation. The third assumption is that, given guidance in collecting and analyzing such data, school personnel will be better informed and, therefore, better able to make collaborative decisions about program improvement.

Results of the program evaluation test in social studies will answer only a portion of the questions that need to be asked. Program evaluation relies on more than student performance in the testing situation, just as the development and implementation of any program relies on more than teacher presentation of pertinent material for students to absorb. Such an endeavor must take into account the impact of the learning climate and the hidden curriculum, student and teacher involvement in decision-making, the use and availability of needed resources, and balance within the curriculum as a means of meeting the needs of the students and the community being served. As you read through this guide, you will note that the recommendations go beyond a quantitative analysis of student scores on the New York State Program Evaluation Test in Social Studies given in grade 6. Recommendations are offered for assessing the quality of the social studies program through examination of factors relative to instruction in social studies content, concepts, and skills.

This guide is intended to assist in collaborative program improvement. It outlines procedures and suggests forms for identifying key questions, gathering and analyzing relevant data, and developing plans for program improvement. Though this guide was developed specifically to address the need for social studies program evaluation at grade 6, the basic steps could be adapted to evaluating any school program at any level.

It is recommended that a school focus on comparing its program to its own previous evaluation results in order to assess the direction and degree of change. Awareness of programs in neighboring schools and districts may inform local decision-making. However, building-level trend data will likely be a more effective guide to school improvement.

The intent of a program evaluation is to assess strengths and weaknesses within the current program as a means of making decisions that will facilitate program improvement. It is not a vehicle for teacher evaluation. The abilities of the individuals within the program, while important, are not the focus of this effort. At all times, there must be an awareness that the intent is to view the social studies program.

A case study of the fictional Emerson Elementary School appears at the end of this guide to illustrate use of the recommended forms and procedures for conducting a social studies program evaluation.

To facilitate the use of this guide, copies of the recommended forms are provided. Material appropriate to duplicate as handouts for participants in the evaluation effort and/or to use as transparencies for committee meetings has been provided in large type.

CONDUCTING A SOCIAL STUDIES PROGRAM EVALUATION

An Overview

Program evaluation in social studies is a process which involves:

- asking key questions about a school or district program
- gathering relevant data related to those questions
- analyzing the data
- planning for program improvement

This guide is designed to provide assistance in this process. Flexibility is built into the process as outlined in this guide to allow each district/school to design an evaluation that is responsive to its own needs. Key questions are offered as guidelines. For each key question, procedures for gathering and analyzing data are suggested. Of course, additional questions of local interest may be added to the program evaluation guidelines recommended in this manual.

To use the guide, districts should prepare to follow the steps outlined below:

Step 1: Identify a Social Studies Program Evaluation Coordinator to be responsible for coordinating social studies program evaluation in each building. Provide a copy of this guide for each Social Studies Program Evaluation Coordinator.

Step 2: Form a Social Studies Program Evaluation Committee in each building, with representation from all grade levels and special areas. Parent representatives and community members may also be included. While it is desirable to have student representation on the committee, awareness of the developmental level and capabilities of the students should guide this decision.

Following the selection of a Social Studies Program Evaluation Coordinator and Committee, the following steps should be carried out as described in pages 4–54 of this guide.

Step 3: Convene the building committee; select key evaluation questions.

Step 4: Establish a timeline for the program evaluation.

Step 5: Collect and analyze data according to the committee's timeline.

Step 6: Using data, identify social studies program strengths.

Step 7: Using data, identify social studies program needs.

Step 8: Develop a building plan for addressing program needs.

The Social Studies Program Evaluation Coordinators from all district buildings should meet to discuss common problems and share ideas during the process of social studies program evaluation, making it possible to coordinate district efforts and provide for greater communication between schools. Additionally, an analysis of all the building-level program evaluations can be used to form a more comprehensive districtwide view of the social studies program.

A school or district may decide to use various components of this guide in different years. Another alternative is to establish a cycle of program review, using the complete package of materials perhaps once every three years and using the years between the review to focus on program improvement in targeted areas.

Program evaluation is a time-consuming but worthwhile process. It involves school staff in collaborative decision-making, identifies building strengths and needs, and builds toward program improvement. Taking the time to view the qualitative aspects of the program along with the quantitative analysis of student scores will give a more complete picture of the strengths and weaknesses of the program and assist in more effective planning for program improvement.

STEPS IN SOCIAL STUDIES PROGRAM EVALUATION

		Completed
STEP 1–	Identify a Program Evaluation Coordinator.	☐
STEP 2–	Form a Social Studies Program Evaluation Committee.	☐
STEP 3–	Convene the Building Committee; Select Key Evaluation Questions.	☐
STEP 4–	Establish a Timeline for Program Evaluation.	☐
STEP 5–	Collect and Analyze Data.	☐
STEP 6–	Using Data, Identify Program Strengths.	☐
STEP 7–	Using Data, Identify Program Needs.	☐
STEP 8–	Develop a Building Plan for Addressing Program Needs.	☐

STEP 3: SELECTING KEY QUESTIONS TO ASK IN EVALUATING THE SOCIAL STUDIES PROGRAM

The following questions provide a framework to guide local social studies program evaluation. Procedures for gathering and analyzing data are suggested for each question. The Social Studies Program Evaluation Committee is encouraged to select from these questions those to be included in the local program evaluation. Committees are also encouraged to include questions that have not been considered in this guideline, but nonetheless are pertinent to the local program evaluation.

1. How well are our students achieving the content, concept, and skill goals of the New York State Social Studies Program K–6?
2. To what degree are the key features of the New York State Social Studies Program K–6 being implemented in the school?
3. What specific content, concepts, and skills are being taught at each grade level in the program?
4. What materials do we have and what materials will we need for teaching the program?
5. What community resources are being used in the program?
6. What staff development is needed?
7. What are the characteristics of the school and classroom climates in our building?
8. How do parents and students view the social studies program?
9. What changes are evident in comparing current program evaluation data with those from previous program evaluations?

Based on results of the collection and analysis of data, the Social Studies Program Evaluation Committee is encouraged to consider these questions:

- What are the strengths of our social studies program?
- What are the needs of our social studies program?
- What steps should we take to address identified needs in our program?

Forms and recommended procedures for carrying out these steps appear in this guide.

SELECTING KEY QUESTIONS TO ASK IN EVALUATING OUR SOCIAL STUDIES PROGRAM

1. How well are our students achieving the content, concept, and skill goals of the New York State Social Studies Program K–6?
2. To what degree are the key features of the New York State Social Studies Program K–6 being implemented in the school?
3. What specific content, concepts, and skills are being taught at each grade level in the program?
4. What materials do we have and what materials will we need for teaching the program?
5. What community resources are being used in the program?
6. What staff development is needed?
7. What are the characteristics of the school and classroom climates in our building?
8. How do parents and students view the social studies program?
9. What changes are evident in comparing current program evaluation data with those from previous program evaluations?

STEP 4: ESTABLISHING A TIMELINE FOR PROGRAM EVALUATION

Program evaluation is a time-consuming process involving a considerable commitment of staff time and resources. To make the best use of time and provide for efficiency in the process, a timeline should be prepared by the Social Studies Program Evaluation Coordinator. The timeline should be reviewed by appropriate building and district administrators as well as the Social Studies Program Evaluation Committee.

Suggestions for Establishing a Timeline:

A suggested timeline form is provided. When the form is being completed, it is important to be realistic about turn-around time required for survey data and to consider other school and district priorities, the school calendar, and other relevant factors. Only those questions that are to be explored in the program evaluation should be included.

TIMELINE FOR SOCIAL STUDIES PROGRAM EVALUATION

School: _____ Date: _____

	Person(s) Responsible	Timeline Start/End	Date Completed	Areas of Special Concern
Step 5: Collecting and Analyzing Data for Key Question 1				
Key Question 2				
Key Question 3				
Key Question 4				
Key Question 5				
Key Question 6				
Key Question 7				
Key Question 8				
Key Question 9				
Other:				
Other:				
Step 6: Identifying Program Strengths				
Step 7: Identifying Program Needs				
Step 8: Developing a Building Plan				
Submission of final Report				

STEP 5: COLLECTING AND ANALYZING DATA

KEY QUESTION 1: How well are our students achieving the content, concept, and skill goals of the New York State Social Studies Program K–6?

One very important aspect of program evaluation is to assess how well students perform on measures of achievement. The New York State Social Studies Program Evaluation Test, Grade 6, is based on the goals and objectives of the State program. The test assesses how well students have achieved the content, concept, and skill goals of the State social studies program. An analysis of the test results can provide important information about student strengths and needs. These data have implications for program changes.

Suggestions for Collecting Data on Student Achievement

The New York State Social Studies Program Evaluation Test, Grade 6, must be used to assess student achievement in social studies. State tests are based on the State program goals, while nationally prepared standardized tests do not necessarily reflect State priorities. Therefore, national tests are less valid measures of student achievement on the State's program. Schools should carefully consider the value of using national tests in addition to the New York State Social Studies Program Evaluation Test, Grade 6.

To gather data on student achievement, administer appropriate Program Evaluation Tests to grade 6 students according to instructions on those tests. Note that both the objective test and writing sample are required. Raw score means and percentile ranks of the raw score means for the objective test, the writing sample, and the combined total will be reported on the district's annual Comprehensive Assessment Report.

Administration of the student participation project is strongly recommended but not required. The participation project goes beyond the limitations of a paper-and-pencil format and gives evidence of how well students are able to apply the content, concepts, and skills of the New York State Social Studies Program in problem-solving and decision-making situations.

Suggestions for Analyzing Data

Schools are required to complete and submit to the State Education Department a Score Distribution Report for the objective test and the writing sample. Based on the data in the report, the State Education Department computes the school raw score mean for the objective test, the raw score mean for the writing sample, and the total raw score mean. In addition to these averages, the State Education Department computes the percentile rank of the raw score mean for the objective test, the writing sample, and the total score. The percentile rank information can be used to assess the school's performance compared to other New York State schools. The scores computed by the State Education Department are reported annually on the Comprehensive Assessment Report (CAR).

In order to analyze the test results of the objective test and the writing sample, CAR data can be used. These data allow a school to get an overall assessment of the average number of items students got correct on the 50-item objective test and the 10-point writing sample. CAR data also allow a school to compare its performance with that of other schools in the State.

However, if a school wishes to get a more complete picture of the strengths and weaknesses of students on the objective test, Summary Sheet I can serve as a guide. The Directions for Administering and Scoring that accompanies the objective test can be used to identify specific items on the test that deal with social, political, economic, geographic, and historic elements of the program. Schools choosing to do this type of analysis can learn how well students perform in each area of the program. Since this requires computing of means within each social science area,

machine scoring is advantageous here. Likewise, assessing student performance on the notes and the essay portion of the writing sample can provide direction for program improvement.

To assess student performance on the participation project, request the summary sheet for the project from each teacher. This sheet, included in the publication *New York State Program Evaluation Test in Social Studies, Grade 6, Participation Projects*, gives information about how well students perform on the skill objectives of the program. Encourage the program evaluation committee of each building to scan carefully the sheets from each teacher. This information should be organized by drawing up a list of student strengths and needs shown by the participation project. Note that these qualitative data represent information about skills that are very important goals of the social studies program: how well students apply knowledge and skills, work together, and solve problems.

Suggestions for Reporting Data

Complete **Social Studies Program Evaluation Summary Sheets I and II** for each member of the committee. Using these data, encourage members to discuss program strengths and needs based on student test performance.

Quantitative data in the form of averages or means can provide generally descriptive information, but a literal interpretation should be avoided. There will always be a margin of error associated with averages, so they must be regarded as only approximations. Quantitative data are a good means of description, but their meaning and accuracy are powerfully enhanced when used in conjunction with qualitative description.

SOCIAL STUDIES PROGRAM EVALUATION TEST

SUMMARY SHEET I

School: _____ Date: _____

1. OBJECTIVE TEST: 50 multiple choice items

   Percentile rank of school raw score mean for objective test (See CAR) _____ %ile

OBJECTIVE TEST SECTION	SCHOOL RAW SCORE MEAN	NOTES ON SPECIFIC ITEMS
SOCIAL (10 items)		
POLITICAL (10 items)		
GEOGRAPHIC (10 items)		
ECONOMIC (10 items)		
HISTORIC (10 items)		
TOTAL (50 items)		

2. WRITING SAMPLE

   Percentile rank of school raw score mean for writing sample (See CAR) _____ %ile

	SCHOOL RAW SCORE MEAN	NOTES ON SPECIFIC ITEMS
PART A: NOTES (6 points)		
PART B: ESSAY (4 points)		
TOTAL (10 points)		

3. SCHOOL TOTAL RAW SCORE MEAN (See CAR) _____

4. PERCENTILE RANK OF SCHOOL TOTAL RAW SCORE MEAN (See CAR) _____

SOCIAL STUDIES PROGRAM EVALUATION TEST

SUMMARY SHEET II

School: _____ Date: _____

PARTICIPATION PROJECT

Name of Project Conducted: _____

Number of Students Involved: _____

OBSERVED STUDENT STRENGTHS	OBSERVED STUDENT NEEDS

NOTE: Participation Projects are optional.

Data to complete this summary sheet are to be collected from individual teachers' summary sheets for the participation projects.

KEY QUESTION 2: To what degree are the key features of the New York State Social Studies Program K–6 being implemented in the school?

The New York State Social Studies Program K–6 addresses certain key features upon which State tests are based. It is an important part of the program evaluation process to identify which of these features are and are not being implemented. The process can help identify program strengths and needs as well as staff development needs. In addition, assessing degree of implementation makes respondents more familiar with the key features of each level of the State program.

Suggestions for Collecting Data on Program Implementation

The **Survey: K–6 Social Studies** included in this guide was designed for use in collecting data regarding the degree to which key program features of the K–6 social studies program are being implemented. It should be completed by all K–6 social studies teachers.

Prepare a cover memo indicating that the purpose of the survey is to gather information about program implementation to assist in the building committee's task of program evaluation. The cover memo should also give the due date and explain return procedures. The appropriate form and cover memo should be duplicated and distributed to teachers.

Suggestions for Analyzing Data

Each item on the **Survey: K–6 Social Studies** represents a key feature of the New York State Social Studies Program K–6. To identify how well each of the features is being implemented, compute mean or average scores item by item. For example, add together all of the responses for question 1 and divide this sum by the total number of responses. This will indicate the average degree of implementation for that particular item. To look at the entire range of the degree of implementation, compute total scores by adding the items for each of the respondents. Note that the scores can range from a minimum of 36 to a maximum of 144.

If data processing equipment and operators are available, this information can be efficiently processed using existing software programs. Use mean scores to identify strengths and weaknesses of implementation of key features of the State program.

Suggestions for Reporting Data

Prepare **Curriculum Implementation Grades K–6 Summary Sheet III** reporting the total degree of implementation and the means for each item as indicated in the sample. Attach it to a copy of the original survey sheet.

SURVEY: K–6 SOCIAL STUDIES

DIRECTIONS: Please consider each of the questions below and circle on the scale provided the degree to which you do each of the items *in Social Studies.*

4 = USUALLY 3 = OFTEN 2 = SOMETIMES 1 = RARELY

Be sure to answer every question.

1.	I plan social studies lessons to develop key concepts.	1.	4	3	2	1
2.	I teach using concept development strategies.	2.	4	3	2	1
3.	I select materials based on the key concepts.	3.	4	3	2	1
4.	I evaluate students on their understandings of key concepts.	4.	4	3	2	1
5.	I plan lessons that are activity oriented.	5.	4	3	2	1
6.	I use student activities to evaluate students.	6.	4	3	2	1
7.	I plan lessons to teach and reinforce skills.	7.	4	3	2	1
8.	Classroom lessons are skills oriented.	8.	4	3	2	1
9.	I select teaching/learning materials based on their skill orientation.	9.	4	3	2	1
10.	I evaluate students on their skills.	10.	4	3	2	1
11.	I plan Participation Projects such as those in the New York State Social Studies Program.	11.	4	3	2	1
12.	My classes carry out Participation Projects.	12.	4	3	2	1
13.	My classes help plan Participation Projects.	13.	4	3	2	1
14.	I include economic content in my lessons.	14.	4	3	2	1
15.	I include political content in my lessons.	15.	4	3	2	1
16.	I include geographic content in my lessons.	16.	4	3	2	1
17.	I include historic content in my lessons.	17.	4	3	2	1
18.	I include social/cultural content in my lessons.	18.	4	3	2	1
19.	I plan lessons with a global perspective.	19.	4	3	2	1
20.	For this question please respond only to the grade level(s) you teach for social studies. To what extent does the description below match the content you teach?					
	a. Gr. K – Self Identity	20a.	4	3	2	1
	b. Gr. 1 – Families	20b.	4	3	2	1
	c. Gr. 2 – U.S. Communities	20c.	4	3	2	1
	d. Gr. 3 – World Communities	20d.	4	3	2	1
	e. Gr. 4 – Local and U.S. History and Government	20e.	4	3	2	1
	f. Gr. 5 – U.S., Canada, Latin American	20f.	4	3	2	1
	g. Gr. 6 – Eastern Europe, Western Europe, Mediterranean	20g.	4	3	2	1

21.	I plan lessons linked to science.	21.	4	3	2	1
22.	I plan lessons linked to reading.	22.	4	3	2	1
23.	I plan lessons using children's literature.	23.	4	3	2	1
24.	I plan lessons linked to special areas such as art, music, and physical education.	24.	4	3	2	1
25.	I plan lessons using writing.	25.	4	3	2	1
26.	I evaluate students using writing.	26.	4	3	2	1
27.	I teach interdisciplinary lessons.	27.	4	3	2	1
28.	I evaluate students using interdisciplinary projects.	28.	4	3	2	1
29.	I plan lessons that deal with civic responsibility.	29.	4	3	2	1
30.	I evaluate students on citizenship skills.	30.	4	3	2	1

CURRICULUM IMPLEMENTATION GRADES K–6
SUMMARY SHEET III

School: _____ Date: _____

	ITEM ON IMPLEMENTATION SURVEY		SCHOOL MEAN *
1.	I plan social studies lessons to develop key concepts.	1.	_____
2.	I teach using concept development strategies.	2.	_____
3.	I select materials based on the key concepts.	3.	_____
4.	I evaluate students on their understandings of key concepts.	4.	_____
5.	I plan lessons that are activity oriented.	5.	_____
6.	I use student activities to evaluate students.	6.	_____
7.	I plan lessons to teach and reinforce skills.	7.	_____
8.	Classroom lessons are skills oriented.	8.	_____
9.	I select teaching/learning materials based on their skill orientation.	9.	_____
10.	I evaluate students on their skills.	10.	_____
11.	I plan Participation Projects such as those in the New York State Social Studies Program.	11.	_____
12.	My classes carry out Participation Projects.	12.	_____
13.	My classes help plan Participation Projects.	13.	_____
14.	I include economic content in my lessons.	14.	_____
15.	I include political content in my lessons.	15.	_____
16.	I include geographic content in my lessons.	16.	_____
17.	I include historic content in my lessons.	17.	_____
18.	I include social/cultural content in my lessons.	18.	_____
19.	I plan lessons with a global perspective.	19.	_____
20.	For this question please respond only to the grade level(s) you teach for social studies. To what extent does the description below match the content you teach?		
	a. Gr. K–Self Identity	20a.	_____
	b. Gr. 1–Families	20b.	_____
	c. Gr. 2–U.S. Communities	20c.	_____
	d. Gr. 3–World Communities	20d.	_____
	e. Gr. 4–Local and U.S. History and Government	20e.	_____
	f. Gr. 5–U.S., Canada, Latin American	20f.	_____
	g. Gr. 6–Eastern Europe, Western Europe, Mediterranean	20g.	_____

21.	I plan lessons linked to science.	21. _____
22.	I plan lessons linked to reading.	22. _____
23.	I plan lessons using children's literature.	23. _____
24.	I plan lessons linked to special areas such as art, music, and physical education.	24. _____
25.	I plan lessons using writing.	25. _____
26.	I evaluate students using writing.	26. _____
27.	I teach interdisciplinary lessons.	27. _____
28.	I evaluate students using interdisciplinary projects.	28. _____
29.	I plan lessons that deal with civic responsibility.	29. _____
30.	I evaluate students on citizenship skills.	30. _____

* Scale from 4 = usually to 1 = rarely

KEY QUESTION 3: What specific content, concept, and skills are being taught at each grade level in the program?

The New York State Social Studies Program is intended to provide an articulated program in which each grade level puts in place content, concepts, and skills that are reinforced at successive levels. In order for students to be successful on the New York State Program Evaluation Test, Grade 6, they should be exposed to the full scope of the New York State Social Studies Program.

Listing the units taught encourages teachers to develop a yearly plan that focuses on the broad goals of the social studies program. Examining the units taught at each grade level can help to determine where redundancy and gaps may occur in the program. In addition, the yearly plans are very helpful in coordinating the programs of school library media specialists, resource room teachers, and special area teachers who complement the goals of the social studies program. Yearly plans can also be shared with parents at the beginning of the school year, providing important communication links between the home and the school.

The importance of parental and community support must be considered when viewing the social studies program. A complete and cohesive overview of a program will encourage more involvement in and more support of school efforts.

The support and assistance of the teachers in the program is a necessary ingredient for answering this key question. Program evaluation should be explained as a necessary basis for making appropriate and effective decisions for program improvement. The purpose is to improve the program, not to point out an individual teacher's deficiencies.

Suggestions for Collecting Data on Units Taught

Using the **Yearly Plan Form**, all teachers should list the title and a brief description of each social studies unit taught in the course of the school year. The description should give the reader an idea of the main thrust of each unit. It should be helpful, for example, to a parent in understanding unit goals or to a school library media specialist in ordering useful materials.

After each teacher has completed this task, some schools have found it very productive to meet in grade level groups to compare and contrast the programs in each classroom. The information gathered is useful for arranging the use of a common set of resources and materials, where this is a consideration. Frequently, it is found that programs show little consistency: goals differ considerably from class to class at the same grade. In addition, it is common to find redundancy in a program and gaps in articulation schoolwide. This process is instructive in planning for program improvement and serves to make teachers more aware of the need for program articulation.

Suggestions for Analyzing Data

Members of the Social Studies Program Evaluation Committee should have an opportunity to scan the plans developed by each teacher in order to answer the following questions.

1. Are the plans generally clear and comprehensive?

   Could a substitute teacher have a good sense of the overall program and be able to plan the teaching of units based on the yearly plans, in the absence of the classroom teacher? Put together, do the plans speak well for the social studies program in the school?

2. Are the plans consistent with the goals of the New York State Social Studies Program K–6?

   It is useful to review the New York State Program thoroughly prior to assessing yearly plans. Make sure that members of the Program Evaluation Committee have access to copies of the State syllabuses. The videotape "It's Elementary" can also help in familiarizing people with the goals of the program. This tape is available through the Media Distribution Center, Room C7, Cultural Education Center, Albany, NY 12230.

3. Do the plans point out gaps in the school's program?

   Often primary level programs fail to include economic content. Many schools have noted that their grade 5 program does not include Canada and Latin America, for example.

4. Do the plans point out redundancy?

   A common example of program redundancy is the celebration of holidays in each primary grade, with very little difference in goals or activities at successive grade levels. Another frequent problem is the teaching of United States history in both grades 4 and 5, though it appropriately belongs in the grade 4 program. Identifying such redundancy can assist in developing a well-articulated program.

Suggestions for Reporting the Data

After examining the yearly plans developed by teachers, hold a meeting of the Program Evaluation Committee to discuss these questions. Record notes relating to the questions on **Yearly Plans Summary Sheet IV**. These qualitative data will be helpful in determining program strengths and needs and in planning for program improvement.

YEARLY PLAN FORM

Grade: _____ Year: _____

Teacher: _____

SEPTEMBER	FEBRUARY
OCTOBER	MARCH
NOVEMBER	APRIL
DECEMBER	MAY
JANUARY	JUNE

Insert unit titles and describe in 2–3 sentences each unit taught in social studies.

YEARLY PLANS

SUMMARY SHEET IV

School: _____ _____ Date: _____

QUESTION	NOTES
1. Are the plans generally clear and comprehensive?	
2. Are the plans consistent with the goals of the New York State Social Studies Program K–6?	
3. Do the plans point out gaps in the school's program?	
4. Do the plans point out redundancy?	
5. Recommendations:	

KEY QUESTION 4: What materials do we have and what materials will we need for teaching the program?

An effective social studies program requires the use of a wide range of appropriate, authentic, and up-to-date materials including textbooks, maps, and globes; audiovisual resources; computer hardware and software; and fiction and nonfiction trade books. The quality and availability of these sources are important aspects of a social studies program.

Suggestions for Gathering Data

The **Social Studies Materials Inventory and Needs Survey** should be completed by each teacher and resource person who has responsibility for teaching social studies or complementing the social studies program. Procedures should be developed to ensure that all of the school's resources are inventoried, including those of the library media center and the art, music, and resource rooms.

Suggestions for Reporting and Analyzing Data

Prepare a copy of **Social Studies Materials Summary Sheet V** for members of the building committee listing the resources currently used and materials needed, as identified by teachers at each grade level. Consider needs in light of the following questions:

- Do teachers seem to be familiar with and do they use a wide range of teaching/learning materials?
- Are the resources used appropriate to grade-level programs and the students?
- Are the materials current or outdated?
- What types of resources seem to be needed by a large number of teachers?
- Are there cost-effective ways of meeting teacher needs by ordering materials that would span grade-level needs?

These focus questions can be used to guide a discussion about materials used in the social studies program.

SOCIAL STUDIES MATERIALS INVENTORY AND NEEDS SURVEY

Teacher: _____ Grade: _____ Year: _____

INSTRUCTIONS: Please list all materials used for instruction in each of the social studies units you teach during the school year, as well as those additional materials which you feel are necessary to enhance social studies instruction. Please include textbooks, supplementary text and other reading materials, films and filmstrips, videotapes, maps and globes, computer software, study prints, kits, and other materials and supplies. Additional comments can be placed on another sheet of paper and attached to this form.

Materials Used	Publication Date	Materials Needed
Unit Title: _____		
Unit Title: _____		
Unit Title: _____		
Unit Title: _____		

SOCIAL STUDIES MATERIALS

SUMMARY SHEET V

School: _____ Date: _____

GRADE	TEACHERS USE . . .	TEACHERS NEED . . .
K		
1		
2		
3		
4		
5		
6		

KEY QUESTION 5: What community resources are being used in the program?

In order to provide a relevant and effective social studies program, a school should use the wide range of resources available outside the school building. People, places, and objects in the local community can add vitality, richness, and excitement to a program. In addition, using outside resources can help establish community awareness of and support for school programs.

Suggestions for Gathering Data

The **Community Resources Inventory** form should be completed by each teacher.

Suggestions for Reporting and Analyzing Data

Prepare **Community Resources Inventory Summary Sheet VI** for members of the building committee, listing the community resources used by teachers at each grade level. Consider the resources used in light of the following questions:

- In general, are community resources used to complement the social studies program?
- Are the resources used appropriate to the grade level program goals and students?
- Are there some community resources that are overused? under utilized?
- Are there some available resources that would be appropriate, but are not used?
- Is there equitable and appropriate distribution of field trips and experiences, and other use of community resources?

These focus questions can be used to guide a discussion about use of community resources to complement the goals of the K–6 social studies program.

COMMUNITY RESOURCES INVENTORY

School: _____

Teacher: _____ Grade: _____

Resource Category	Use at Present List specific site, contact, and phone	Month Used	Would Like to Use	Month
Museums				
Historic Sites, Facilities				
Government Offices, Sites				
Business and Industry Sites				
Other Schools, Colleges, and Universities				
Other				

COMMUNITY RESOURCES INVENTORY

SUMMARY SHEET VI

School: _____ Date: _____

GRADE	COMMUNITY PEOPLE AND PLACES USED	NOTES
K		
1		
2		
3		
4		
5		
6		

KEY QUESTION 6: What staff development is needed?

Social studies program development and improvement depend in part on effective staff development. Staff development is more likely to be effective if it meets the needs of teachers.

Suggestions for Gathering Data

The **Social Studies Staff Development Needs Inventory** is a useful tool in identifying teacher needs. It should be completed by each teacher who has responsibility for teaching social studies.

Suggestions for Reporting and Analyzing Data

Prepare the **Social Studies Staff Development Needs Inventory Summary Sheet VII** for members of the building Program Evaluation Committee. This will show what staff development opportunities teachers would take advantage of if they were offered. The information should be reported by teacher and by grade level in order to gather a picture of specific grade-level and building-wide staff development needs. Consider needs in light of the following questions:

- Do staff development needs fall into categories?
- Do staff development needs match reported curriculum needs and/or program weaknesses?
- What might be some possible approaches to meeting staff development needs? Consider when it would be offered, where, by whom, and for whom.
- Are some staff development needs noted across the grade levels?
- How can this information assist in developing a plan for meeting staff development needs within the building?

SOCIAL STUDIES STAFF DEVELOPMENT NEEDS INVENTORY

School: _____

Teacher: _____ Grade: _____

The following are areas of social studies staff development that I would attend if they were offered.

AREA	YES	NO	SPECIFIC SUGGESTIONS
Strategies for Classroom Instruction			
Content Instruction for Background			
Classroom Management Techniques			
Evaluation & Recordkeeping Techniques			
Interdisciplinary Instruction			
Other:			

SOCIAL STUDIES STAFF DEVELOPMENT NEEDS INVENTORY

SUMMARY SHEET VII

School: _____ Date: _____

Needs Areas	Primary Suggestions	No.*	Intermediate Suggestions	No.*
Strategies for Classroom Instruction				
Content Instruction for Background				
Classroom Management Techniques				
Evaluation & Recordkeeping Techniques				
Interdisciplinary Instruction				
Other:				

* Number who indicated they would attend.

KEY QUESTION 7: What are the characteristics of the school and classroom climates in our building?

Research has shown that many important social studies messages are delivered through the hidden curriculum. It is said that attitudes and values are "caught" as well as taught through the climate of the classroom and school. For this reason, it is important to look at school and classroom climate as an aspect of social studies program evaluation. In addition, using these tools reminds participants of the importance of school climate to social studies learning.

Suggestions for Gathering Data on School and Classroom Climate

The **Classroom Climate Checklist** was presented in the K–6 Social Studies Program guides as a teacher self-checklist. It is reprinted in this guide. It is directed at the individual teacher. Since the data may well be introspective, it is most appropriate for use in its intended form, as a private and personal record.

However, to assess staff perceptions of the climate of the school, it is recommended that each staff person complete a copy of the **School Climate Checklist**. This checklist is intended to explore how staff perceive the school climate.

Suggestions for Reporting and Analyzing Data

The **School Climate Checklist** uses a Likert-type scale, which is a series of statements expressing particular attitudes. Each statement calls for a response on both the importance of each characteristic 1–12, and the existence of it in the school building. Tallying responses on **School Climate Checklist Summary Sheet VIII**, taken from School Climate section of the New York State Effective Schools Consortium Survey of Professional Staff Perceptions of School Program, can provide an overview of staff perceptions. In using the data, consider perceptions of strong and weak building characteristics. Identify and note characteristics teachers deem important, but report rarely or never exist in the school.

CLASSROOM CLIMATE CHECKLIST

The atmosphere developed by the environment and interaction in a classroom and school is part of the hidden curriculum. Students learn to value the contributions of others if their ideas are valued by peers and adults. They learn to make responsible decisions if they are respected as capable of making decisions. Social studies learning is both taught and caught.

A beginning, middle, and end of year self-check could help teachers use the hidden curriculum to further social studies learning in the classroom. The following list of ideas related to classroom climate is included to act as a self-check for teachers.

1. Do I provide multilevel activities and materials varying the:
   - model of presentation (visual, auditory, tactile)?
   - level of cognitive complexity?
   - expectations to fit the needs of students?
2. Do I provide students with a role model and guide by acting as a:
   - facilitator, enabling students to reach from one point to another?
   - helper, assisting students when it is needed?
   - leader, demonstrating maturity and goal directedness?
   - planner/organizer, showing students how a large project can become manageable?
   - manager, making sure all the supplies and materials are available?
   - counselor, showing sensitivity and supportive caring?
   - learner?
   - collaborator, stressing none of us is as good as all of us?
3. Do I encourage mutual respect and an atmosphere conducive to risk-taking by:
   - respecting, recognizing, and recording strengths?
   - respecting student products by displaying them for others to view?
   - sharing ideas willingly with colleagues?
   - recognizing errors as vital to learning?
4. Do I create a responsive and supportive learning environment by:
   - providing space for many types of active and quiet learning experiences, rearranging the room to accommodate traffic flow?
   - facilitating traffic flow?
   - developing room maintenance procedures with students?
   - collecting and displaying materials systematically?
   - adjusting physical space to meet student needs?
5. Do I schedule flexibly by:
   - planning blocks of time during which students will be doing a variety of tasks?
   - involving students in planning and scheduling when appropriate?
   - planning with individual learning rates and styles in mind?
6. Do I encourage active participation by:
   - involving students in choosing from among learning options?
   - limiting choices to a reasonable number?
   - providing a wide variety of motivating materials?
   - providing opportunities for relevant problem-solving activities?

7. Do I encourage interpersonal communication through conducting:
   - informal classroom conversation before, during, and after school?
   - student/teacher conferences?
   - small group discussion?
   - classroom meetings?
   - decision-making and problem-solving activities?
   - role-playing activities?
   - outdoor activities and field trips?
8. Do I recognize conflict and encourage its resolution through:
   - consensus?
   - compromise?
   - critical thinking, thinking more deeply about the whole conflict or problem?
   - cooperative effort, working together in a helping relationship?
   - individual and group decision-making and problem-solving?
9. Do I foster creativity through:
   - allowing thinking and response time?
   - providing an abundance of materials?
   - encouraging divergent thinking through planned activities?
   - providing creative teaching as a role model?

CLASSROOM CLIMATE CHECKLIST IMPROVEMENT PLAN

School: _____

Teacher: _____ Grade: _____

Based On My Self Evaluation I Plan To Work On . . .	Through these Activities	By Target Date

SCHOOL CLIMATE CHECKLIST

School: _____ Date: _____

This questionnaire is designed to survey your perceptions based on your experiences in this school. There are no right or wrong answers. Items have been designed to identify school climate characteristics in your building. Your responses will be combined with those of other professional staff in the school and used in setting priorities for school improvement.

IMPORTANCE
1 = Essential
2 = Very Important
3 = Important
4 = Somewhat Important
5 = Not Important

EXISTENCE
1 = Always
2 = Usually
3 = Sometimes
4 = Rarely
5 = Never

CHARACTERISTIC	IMPORTANCE					EXISTENCE				
	1	2	3	4	5	1	2	3	4	5
1. The school is a safe and secure place to work.										
2. Physical facilities are kept clean and made reasonably attractive; damage is repaired immediately.										
3. There is evidence of high staff morale.										
4. Teachers treat students fairly and consistently.										
5. Teachers and students exhibit a sense of pride in their school.										
6. Classroom atmosphere in this school is conducive to learning.										
7. When educational issues arise, student learning considerations are the most important criteria used in decision-making.										
8. Extra learning time is provided for students who need or want it.										
9. School events are scheduled to avoid disruption of learning time.										
10. There are smooth, rapid transitions between activities throughout the day or class.										
11. Teachers in this school are willing to change teaching methods if something better is presented to them.										
12. There is a clearly articulated mission of the school through which the entire staff shares an understanding and commitment to learning goals.										

Questionnaire taken from School Climate section of the NYS Effective Schools Consortium Survey of Professional Staff Perceptions of School Program.

SCHOOL CLIMATE CHECKLIST

SUMMARY SHEET VIII

School: _____ Date: _____

Numbers below indicate a tally of the responses for each category of the School Climate Characteristics.

IMPORTANCE
1 = Essential
2 = Very Important
3 = Important
4 = Somewhat Important
5 = Not Important

EXISTENCE
1 = Always
2 = Usually
3 = Sometimes
4 = Rarely
5 = Never

CHARACTERISTIC	IMPORTANCE					EXISTENCE				
	1	2	3	4	5	1	2	3	4	5
1. The school is a safe and secure place to work.										
2. Physical facilities are kept clean and made reasonably attractive; damage is repaired immediately.										
3. There is evidence of high staff morale.										
4. Teachers treat students fairly and consistently.										
5. Teachers and students exhibit a sense of pride in their school.										
6. Classroom atmosphere in this school is conducive to learning.										
7. When educational issues arise, student learning considerations are the most important criteria used in decision-making.										
8. Extra learning time is provided for students who need or want it.										
9. School events are scheduled to avoid disruption of learning time.										
10. There are smooth, rapid transitions between activities throughout the day or class.										
11. Teachers in this school are willing to change teaching methods if something better is presented to them.										
12. There is a clearly articulated mission of the school through which the entire staff shares an understanding and commitment to learning goals.										

Questionnaire taken from School Climate section of the NYS Effective Schools Consortium Survey of Professional Staff Perceptions of School Program.

KEY QUESTION 8: How do parents and students view the social studies program?

Perceptions of a program, accurate or inaccurate, often affect how people feel about a program. Their feelings, in turn, are reflected in their motivation, interest, and involvement in the program. Knowing how students and parents feel about their social studies program can inform program improvement efforts.

Suggestions for Gathering Data about How Parents and Students View the Social Studies Program

Distribute the **Social Studies Program Survey** and **Student Social Studies Survey** to a selected representative sample of parents and students in your school community. A representative sample can be selected according to the relevant characteristics of the local community. For example, if there are varying socioeconomic levels within your community, the sample should reflect this diversity. Other variables that might be considered include geographic (i.e. urban, suburban, and rural) and ethnic composition.

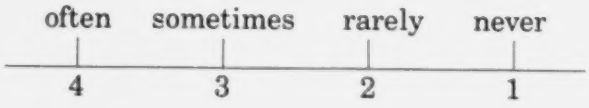
Suggestions for Reporting and Analyzing Data

The data from the **Social Studies Program Survey** and **Student Social Studies Survey** can be reported as tally scores for each item. Prepare a copy of the resulting data for each member of the building committee using the **Social Studies Program Parent Summary Sheet IX** and the **Student Social Studies Survey Summary Sheet X**. Awareness of item results will provide input helpful in the process of determining program strengths and needs and developing building level plans.

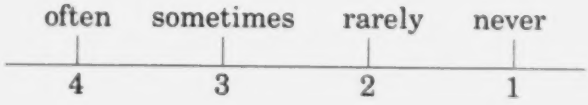
SOCIAL STUDIES PROGRAM SURVEY

Our school is conducting a study of our social studies program. We are interested in your views. Please complete this short survey and have your child return it to his/her teacher within a week. Please do not sign your name. Thank you.

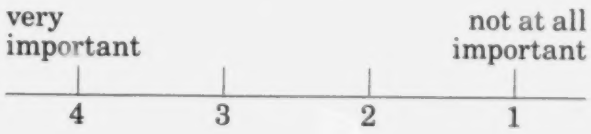
1. How often does your child talk about social studies as compared to other school subjects?



2. How often does your child bring home social studies homework as compared to other school subjects?

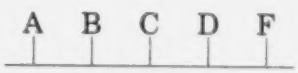


3. In your opinion, how important is social studies?



4. How would you rate our school's social studies program?

5. How do you feel your child would rate our school's social studies program?



6. Please list any strong points you see in the school's social studies program.

7. Please list any areas in which you feel the school's social studies program should be improved.

Thank you for your assistance.

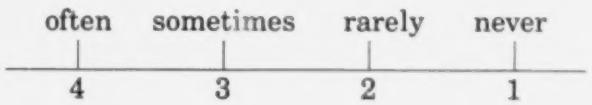
SOCIAL STUDIES PROGRAM SURVEY: PARENTS

SUMMARY SHEET IX

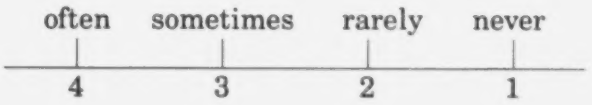
School: _____ Date: _____

The following tallies represent parent responses.

1. How often does your child talk about social studies as compared to other school subjects?



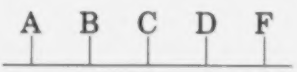
2. How often does your child bring home social studies homework as compared to other school subjects?



3. In your opinion, how important is social studies?

4. How would you rate our school's social studies program?

5. How do you feel your child would rate our school's social studies program?



6. Please list any strong points you see in the school's social studies program.

7. Please list any areas in which you feel the school's social studies program should be improved.

STUDENT SOCIAL STUDIES SURVEY

Do not put your name on this paper. Answer each of the questions below.

1. How well do you like social studies?

   ____ very well ____ fairly well ____ not well at all

2. How many times a week do you usually have social studies?

   ____ 0 ____ 1 ____ 2 ____ 3
   ____ 4 ____ 5 ____ more than 5

3. Check the things you do in social studies:

   ____ read a textbook
   ____ read library books
   ____ go on trips
   ____ have plays and skits
   ____ write
   ____ listen to the teacher
   ____ play games
   ____ do projects
   ____ talk
   ____ do workbook pages or worksheets

4. How well do you feel you do in social studies?

   ____ very well ____ fairly well ____ poorly

5. What are some of the things you have liked best in social studies this year?

   _____
   _____
   _____
   _____

6. List things you think would make social studies better.

   _____
   _____
   _____
   _____

STUDENT SOCIAL STUDIES SURVEY

SUMMARY SHEET X

School: _____ Date: _____

The numbers inserted in 1–4 below indicate the number of student responses in each category. The notes in Items 5 and 6 represent summaries of student comments.

1. How well do you like social studies?

   ____ very well ____ fairly well ____ not well at all

2. How many times a week do you usually have social studies?

   ____ 0 ____ 1 ____ 2 ____ 3
   ____ 4 ____ 5 ____ more than 5

3. Check the things you do in social studies:

   ____ read a textbook
   ____ read library books
   ____ go on trips
   ____ have plays and skits
   ____ write
   ____ listen to the teacher
   ____ play games
   ____ do projects
   ____ talk
   ____ do workbook pages or worksheets

4. How well do you feel you do in social studies?

   ____ very well ____ fairly well ____ poorly

5. What are some of the things you have liked best in social studies this year?

   _____

   _____

   _____

   _____

6. List things you think would make social studies better.

   _____

   _____

   _____

   _____

KEY QUESTION 9: What changes are evident in comparing current program evaluation data with those from previous program evaluations?

Comparing current data to those of previous years can provide information about the direction and degree of program change. Such comparisons can inform planning by indicating the success of previous improvement targets and successes.

Suggestions for Gathering Data on Comparisons Between Current and Previous Program Evaluations

Investigating this question is possible only if a record exists of previous program evaluation efforts. Copies of any such available reports should be distributed to building committee members. They must also have the compiled data from the present program evaluation effort.

Suggestions for Analyzing and Reporting Data

Using the data in past and current evaluation reports, discuss the following key issues:

- What areas of persistent concern recur over time?
- What areas of concern from previous reports seem to be less of a problem at present?
- What new areas of concern are reflected in current data?
- What other observations can be made from a comparison of these data?

List the key points brought out in this discussion on **Evaluating Program Change Summary Sheet XI** and include them as a part of the evaluation report.

Trend data will facilitate comparisons of the program from year to year. If such information is desired, the committee must choose questions that have been asked in previous program evaluations and will continue to be used in the future. If trend data has not been a product of previous program evaluations, a set of core questions should be developed that will be used for program evaluations in future years. Trends cannot be assessed without a common set of program evaluation questions to facilitate comparisons.

EVALUATING PROGRAM CHANGE

SUMMARY SHEET XI

School: _____ Date: _____

CONCERNS NOTED IN PREVIOUS EVALUATION DATA	CONCERNS NOTED IN CURRENT EVALUATION DATA
STUDENT ACHIEVEMENT	
PLANNING AND CURRICULUM IMPLEMENTATION	
MATERIALS AND RESOURCES	
SCHOOL CLIMATE	
PARENT AND STUDENT VIEWS	
STAFF AND STAFF DEVELOPMENT	
OTHER	

STEP 6: IDENTIFYING PROGRAM STRENGTHS
STEP 7: IDENTIFYING PROGRAM NEEDS

The primary purpose of the program evaluation process is to gather quantitative and qualitative data for use in decision-making about the local social studies program. Perhaps the greatest challenge of the entire process is interpreting the mass of data collected. Be assured that even for professional program evaluators, this step is the most difficult. However, it also offers the greatest opportunity for using informed professional judgment.

Preparing to Assess Program Strengths and Needs

By this point in the program evaluation process, members of the building Social Studies Program Evaluation Committee should have an impressive collection of data related to the key questions included in the program evaluation effort. While some of the data will be of a quantitative nature, much of the data that will be used in preparing the report will be qualitative in nature. A clear picture of how the numbers and statistics in the quantitative data are to be used should be developed, keeping in mind the basic elements of statistics. Use of the qualitative data must be planned as well. Qualitative data can give a rich picture of the program being studied; it can further explain the quantitative data and point out areas that cannot be analyzed quantitatively.

It is advisable for the Social Studies Program Evaluation Coordinator to spend some time reviewing and reorganizing materials, pointing out to committee members which materials in their collection will be relevant to the next step in the program evaluation process. The **Summary Sheets** compiled for Key Questions will be of great help at this stage. Preparing a table of contents of all the reported data would be helpful to committee participants and would assist in organizing the final report of the building committee.

Suggestions for Assessing Program Strengths and Needs

While it is suggested that analysis of program strengths and program needs be done separately, the process for each step is basically the same:

- Committee members should gather their copies of all the **Summary Sheets** relevant to those Key Questions included in the local evaluation effort.
- Each member of the committee should receive a copy of the enclosed **Social Studies Program Strengths Evaluation Form**.
- Each member of the committee should review the collection of data with special attention to social studies program strengths. The strengths noted by each member should be recorded on the **Social Studies Program Strengths Evaluation Form**. It should be emphasized that these summaries will provide important information for the final step of the program evaluation process, planning for program improvement.
- Committee members should meet to discuss their summaries and develop a composite copy of the **Social Studies Program Strengths Summary Sheet XII** to serve as a summary of the evaluation findings of the building committee. Committee members should have an opportunity to review this form in draft before it is put into final form as a part of the building report.

The same process can now be repeated with special attention to those areas of program needs. **The Social Studies Program Needs Evaluation Form** and **Social Studies Program Needs Summary Sheet XIII** can be used to facilitate this process. Committee members should be reminded that the focus of the program evaluation effort is the social studies program. This is not a forum for noting individual teacher strengths or deficiencies.

The completed analyses of program strengths and program needs provide a good foundation for developing a plan for social studies program improvement.

SOCIAL STUDIES PROGRAM STRENGTHS EVALUATION FORM

Committee Member: _____ Year: _____

School: _____

Key Question 1: Student Achievement
Key Question 2: Degree of Implementation of New York State Social Studies Program
Key Question 3: Content, Concepts, and Skills of Grade Level Programs
Key Question 4: Program Materials
Key Question 5: Community Resources

Key Question 6: Staff Development
Key Question 7: Characteristics of Classroom Climates
Key Question 8: Parents' and Students' Views of the Program
Key Question 9: Comparison with Previous Program Evaluations

SOCIAL STUDIES PROGRAM NEEDS EVALUATION FORM

Committee Member: _____ Year: _____

School: _____

Key Question 1: Student Achievement
Key Question 2: Degree of Implementation of New York State Social Studies Program
Key Question 3: Content, Concepts, and Skills of Grade Level Programs
Key Question 4: Program Materials
Key Question 5: Community Resources

Key Question 6: Staff Development
Key Question 7: Characteristics of Classroom Climates
Key Question 8: Parents' and Students' Views of the Program
Key Question 9: Comparison with Previous Program Evaluations

SOCIAL STUDIES PROGRAM STRENGTHS EVALUATION FORM
SUMMARY SHEET XII

School: _____ Date: _____

Key Question 1: Student Achievement
Key Question 2: Degree of Implementation of New York State Social Studies Program
Key Question 3: Content, Concepts, and Skills of Grade Level Programs
Key Question 4: Program Materials
Key Question 5: Community Resources

Key Question 6: Staff Development
Key Question 7: Characteristics of Classroom Climates
Key Question 8: Parents' and Students' Views of the Program
Key Question 9: Comparison with Previous Program Evaluations

SOCIAL STUDIES PROGRAM NEEDS EVALUATION FORM
SUMMARY SHEET XIII

School: _____ Date: _____

Key Question 1: Student Achievement
Key Question 2: Degree of Implementation of New York State Social Studies Program
Key Question 3: Content, Concepts, and Skills of Grade Level Programs
Key Question 4: Program Materials
Key Question 5: Community Resources

Key Question 6: Staff Development
Key Question 7: Characteristics of Classroom Climates
Key Question 8: Parents' and Students' Views of the Program
Key Question 9: Comparison with Previous Program Evaluations

STEP 8: DEVELOPING A BUILDING PLAN FOR ADDRESSING PROGRAM NEEDS

The purpose of program evaluation is social studies program improvement. The culmination of the process involves developing a building plan designed to address the program needs identified through the program evaluation process.

Suggestions for Developing a Social Studies Building Plan

The building plan should be developed by the Social Studies Program Evaluation Committee. The first step in this process is to review and list major needs included in the composite **Social Studies Program Needs Summary Sheet XIII** completed as a result of Step 7. The composite **Social Studies Program Strengths Summary Sheet XII** may also provide some assistance in this process. Next, it may be useful for members to formally rank those needs from most important to least important, or at least informally reach some consensus about priorities.

Through a brainstorming process, the committee should list ideas for addressing the needs they identified. At this stage, all ideas should be listed without attention to costs, feasibility, practicality, or other constraints. Distribute that list to committee members and allow them time to think over ideas before the next meeting.

Then, based on the list of ideas from the earlier brainstormed list, the committee should use the **Task Identification and Planning: K–6 Social Studies** form to develop a recommended plan for social studies program improvement. At this stage, the goal is to develop a viable plan for consideration by those within the district responsible for budgeting, staff development, and other facets of the program.

Preparing the Final Report

One task of the Social Studies Program Evaluation Coordinator is to compile a final report of the building committee's work. It is suggested that this report include the following information: names of committee members; a list of the key questions addressed in the program evaluation; the data analyses for each of the these key questions; the program strengths evaluation composite and the program needs evaluation composite; and the recommended building plan for improving the social studies program. When this report is compiled, it is essential that the focus remain on the social studies program as the unit of analysis; personnel evaluation is handled in a separate forum.

A transmittal cover memo should accompany the report with copies provided for the building principal, the curriculum supervisor (if this person is not a member of the committee), members of the committee, and the superintendent. It is wise to consider ways of disseminating this information to those classroom teachers and special area teachers who have responsibility for social studies instruction. Their awareness of the recommendations cited in this plan will certainly be advantageous when it is time to implement them.

It is suggested that the Social Studies Program Evaluation Coordinator should play a role in following up on the recommendations of the building committee; it is essential that the fate of recommendations be monitored. In some cases the Coordinator will need to serve as an advocate in meetings with district decision-makers to pursue needed support and funding. In the final analysis, successful implementation of program improvement plans rests heavily on this follow-up work.

TASK IDENTIFICATION AND PLANNING: K–6 SOCIAL STUDIES

TASKS	ACTIVITIES	TIME FRAME		RESOURCES		PERSON RESPON-SIBLE	CRITERIA FOR MEASURING SUCCESS
		BEGIN	END	AVAILABLE	NEEDED		
CURRICULUM DEVELOPMENT							
STAFF DEVELOPMENT							
MATERIALS DEVELOPMENT							
MATERIAL SELECTION							

APPENDIX

SAMPLE SCHOOL SOCIAL STUDIES PROGRAM EVALUATION

The following collection represents key documents as they might appear from a fictional K–6 school called Emerson Elementary School. The case study is included to aid school Program Evaluation Committees in completing the tasks described in this booklet by providing samples of completed forms and a final evaluation report.

Emerson Elementary is a school of 350 students in grades K–6. It is one of three elementary schools in the district. In the school there are two classes at each grade level. The Program Evaluation which was done in 1987 is the first such comprehensive assessment done in the building.

In February 1987, Superintendent Chris Mott requested that Emerson's principal, Pat Hartle, serve as Social Studies Program Evaluation Coordinator for the school. The principal asked for volunteers for a Social Studies Program Evaluation Committee. The forms included in this packet represent the committee's work over a four-month period to assess the strengths and weaknesses of Emerson's social studies program and develop a plan for program improvement.

Note that in Emerson's Program Evaluation Report the Program Evaluation Committee chose to include the **Summary Sheets** containing the data that led to the Building Plan. It is not necessary to do so. Building Committees are urged to select an appropriate format for their final report.

TO: Pat Hartle, Principal, Emerson Elementary

FROM: Chris Mott, Superintendent of Schools

As I indicated in our meeting last week, I would like you to convene a Social Studies Program Evaluation Committee of professional staff to conduct an evaluation of your K-6 social studies program. Please follow the procedures suggested in the Guide to Social Studies Program Evaluation, K-6 published by the New York State Education Department. Since each of the elementary schools in the district will be following this model, the results will provide information for districtwide planning.

It would be advantageous to have representation from all grade levels and several special areas on your committee, since a comprehensive program evaluation depends heavily on the cooperation of and input from staff at all grade levels. I look forward to receiving your committee's report about the social studies program at Emerson.

Thank you.

TO: Emerson Staff

FROM: Pat Hartle, Principal

At the request of Superintendent Mott, I am putting together a Social Studies Program Evaluation Committee for the purpose of conducting a comprehensive evaluation of our social studies program K-6. We will use the format outlined in the New York State Education Department's Guide to Social Studies Program Evaluation, K-6. I have a copy of the guide in my office if you are interested in taking a look at it.

The goal of the program evaluation process is to gather data about our program that will help us to identify strengths and weaknesses in the program. This information will lead to the development of a building plan for our social studies program. The data we gather will also help to support requests for materials, field trip funds, staff development, and other items we may find essential to program improvement.

Please let me know if you are interested in serving on the building level committee. I hope to have one representative from each grade level as well as some special area teachers. Meetings will be held during school hours, and substitutes will be provided.

I look forward to working with you on this project.

TO: Emerson Staff

FROM: Pat Hartle, Principal

Thank you for your interest in the Social Studies Program Evaluation Committee. The following members will serve on the committee.

Kindergarten	-	Joan Harold
Grade 1	-	George Cady
Grade 2	-	Nancy Plimpton
Grade 3	-	Joy Remmert
Grade 4	-	Josh Scalatti
Grade 5	-	Amy Gray
Grade 6	-	Janice Peppard
Physical Education	-	David Cronk
Art	-	Maria Arrigo
Reading Resource	-	Sandy Stimpson

The committee will have its first meeting on Tuesday, February 24, 1987, at 1:00 in the Faculty Room. At that meeting we will go over the steps in the program evaluation process and develop a timeline for carrying out those tasks. We will also consider whether we wish to include student and community members on the committee.

All committee meetings are open. You are invited to attend.

TO: Superintendent Chris Mott

FROM: Pat Hartle, Principal, Emerson Elementary School

Attached is the Social Studies Program Evaluation of Emerson School which was conducted over the past four months. The report was compiled by the Social Studies Program Evaluation Committee from Emerson Elementary School. Members of the committee are listed in the report.

As you will notice, we used the forms and procedures recommended in the Guide to Social Studies Program Evaluation, K-6 prepared by the New York State Education Department to compile the report. We noted several strengths in our program and identified several ways in which we might improve the social studies program at Emerson.

I invite you to our Open House next Thursday, June 18, 1987, at 7:00 p.m. in the Emerson Auditorium. The building committee will be presenting our report to parents that evening, and we would welcome you to attend.

I will call your office to set up a meeting about our plans for program improvement. Since some of our proposed activities have budgetary implications, I would like to discuss with you how we might proceed. Thank you.

cc: Joseph Travanti, Assistant Superintendent for Instruction

SOCIAL STUDIES PROGRAM EVALUATION

EMERSON ELEMENTARY SCHOOL

SUBMITTED JUNE 15, 1987

Program Evaluation Coordinator - Pat Hartle

Committee Members - Joan Harold
George Cady
Nancy Plimpton
Joy Remmert
Josh Scalatti
Amy Gray
Janice Peppard
David Cronk
Maria Arrigo
Sandy Stimpson

TIMELINE FOR SOCIAL STUDIES PROGRAM EVALUATION

School: Emerson Elementary Date: March '87

	Person(s) Responsible	Timeline Start/End	Date Completed	Areas of Special Concern
Step 5: Collecting and Analyzing Data for Key Question 1	Coordinator Pat Hartle and Committee	May '87	June '87	Student Writing
Key Question 2	"	March '87	May '87	
Key Question 3	"	March '87	May '87	Is there overlap grade to grade?
Key Question 4	"	Feb. '87	May '87	
Key Question 5	"	March '87	May '87	
Key Question 6	"	March '87	April '87	Commonality of needs?
Key Question 7	"	April '87	May '87	Include all staff K-6
Key Question 8	"	April '87	May '87	
Key Question 9	"	CANNOT DO THIS YEAR		
Other:		NONE		
Other:		NONE		
Step 6: Identifying Program Strengths	"	May 1 - 15,	1987	Identify news-worthy strengths
Step 7: Identifying Program Needs	"	May 1 - 15,	1987	
Step 8: Developing a Building Plan	"	May 1 - June	15, 1987	Note budget Implications
Submission of final Report	"	March '87	June 15, '87	"

SOCIAL STUDIES PROGRAM EVALUATION TEST

SUMMARY SHEET I

School: Emerson Elementary Date: June 6, 1987

1. OBJECTIVE TEST: 50 multiple choice items

   Percentile rank of school raw score mean for objective test (See CAR) not yet available %ile

OBJECTIVE TEST SECTION	SCHOOL RAW SCORE MEAN	NOTES ON SPECIFIC ITEMS
SOCIAL (10 items)	6.3	Difficulty on items with terms related to culture
POLITICAL (10 items)	5.2	Greatest difficulty with items using graphs and political cartoon
GEOGRAPHIC (10 items)	7.4	Excellent performance on map scale and map projection items
ECONOMIC (10 items)	3.0	No pattern on strong/weak items evident
HISTORIC (10 items)	6.5	Poor responses on items using timeline and one using picture
TOTAL (50 items)	28.6	

2. WRITING SAMPLE

   Percentile rank of school raw score mean for writing sample (See CAR) not yet available %ile

	SCHOOL RAW SCORE MEAN	NOTES ON SPECIFIC ITEMS
PART A: NOTES (6 points)	4.2	Greater difficulty with holidays question - content knowledge weak
PART B: ESSAY (4 points)	1.8	Organization weak in both items
TOTAL (10 points)	6.3	

3. SCHOOL TOTAL RAW SCORE MEAN (See CAR) not yet available

4. PERCENTILE RANK OF SCHOOL TOTAL RAW SCORE MEAN (See CAR) not yet available

SOCIAL STUDIES PROGRAM EVALUATION TEST

SUMMARY SHEET II

School: Emerson Elementary Date: June 12, 1987

PARTICIPATION PROJECT

Name of Project Conducted: Olympic Site Selection

Number of Students Involved: 2 classes - total of 48 students

OBSERVED STUDENT STRENGTHS	OBSERVED STUDENT NEEDS
Students used the card catalogue well and effectively selected relevant materials.	Students had difficulty in selecting relevant important ideas from materials they collected.
Generally students took responsibility for completing their tasks.	Many groups had a great deal of difficulty in planning to accomplish the tasks required.
Students grasped the impact of geographic features on the economy.	There was a tendency for students to complain to the teacher about the few who did not participate actively rather than work it out themselves.

NOTE: Participation Projects are optional.

Data to complete this summary sheet are to be collected from individual teachers' summary sheets for the participation projects.

CURRICULUM IMPLEMENTATION GRADES K-6

SUMMARY SHEET III

School: Emerson Elementary Date: May, 1987

	ITEM ON IMPLEMENTATION SURVEY		SCHOOL MEAN*
1.	I plan social studies lessons to develop key concepts.	1.	1.78
2.	I teach using concept development strategies.	2.	2.01
3.	I select materials based on the key concepts.	3.	2.40
4.	I evaluate students on their understandings of key concepts.	4.	1.80
5.	I plan lessons that are activity oriented.	5.	3.20
6.	I use student activities to evaluate students.	6.	1.50
7.	I plan lessons to teach and reinforce skills.	7.	3.40
8.	Classroom lessons are skills oriented.	8.	3.40
9.	I select teaching/learning materials based on their skill orientation.	9.	3.20
10.	I evaluate students on their skills.	10.	3.10
11.	I plan Participation Projects such as those in the New York State Social Studies Program.	11.	1.30
12.	My classes carry out Participation Projects.	12.	1.30
13.	My classes help plan Participation Projects.	13.	1.20
14.	I include economic content in my lessons.	14.	1.20
15.	I include political content in my lessons.	15.	3.20
16.	I include geographic content in my lessons.	16.	3.20
17.	I include historic content in my lessons.	17.	3.20
18.	I include social/cultural content in my lessons.	18.	3.00
19.	I plan lessons with a global perspective.	19.	1.40
20.	For this question please respond only to the grade level(s) you teach for social studies. To what extent does the description below match the content you teach?		
a.	Gr. K – Self Identity	20a.	3.00
b.	Gr. 1 – Families	20b.	2.50
c.	Gr. 2 – U.S. Communities	20c.	3.00
d.	Gr. 3 – World Communities	20d.	1.00
e.	Gr. 4 – Local and U.S. History and Government	20e.	4.00
f.	Gr. 5 – U.S., Canada, Latin American	20f.	1.00
g.	Gr. 6 – Eastern Europe, Western Europe, Mediterranean	20g.	2.50

21.	I plan lessons linked to science.	21.	2.30
22.	I plan lessons linked to reading.	22.	2.30
23.	I plan lessons using children's literature.	23.	3.20
24.	I plan lessons linked to special areas such as art, music, and physical education.	24.	1.50
25.	I plan lessons using writing.	25.	1.70
26.	I evaluate students using writing.	26.	1.20
27.	I teach interdisciplinary lessons.	27.	1.60
28.	I evaluate students using interdisciplinary projects.	28.	1.20
29.	I plan lessons that deal with civic responsibility.	29.	1.50
30.	I evaluate students on citizenship skills.	30.	1.80

* Scale from 4 = usually to 1 = rarely

YEARLY PLANS

SUMMARY SHEET IV

School: Emerson Elementary Date: May 1987

QUESTION	NOTES
1. Are the plans generally clear and comprehensive?	There is a great deal of diversity in the degree of detail in plans. Perhaps more specific guidelines for describing units should have been given.
2. Are the plans consistent with the goals of the New York State Social Studies Program K-6?	K-2 is generally consistent. Our Grade 3 should be World Communities rather than local history. The State program includes Canada and Latin America at grade 5; our program does not. Our Grade 6 Program does not stress modern Europe enough.
3. Do the plans point out gaps in the school's program?	There is very little emphasis on economic content in our 4-6 program. More emphasis needed on political content K-3.
4. Do the plans point out redundancy?	There is a great deal of repetition in K-6, particularly related to holiday study, Mexico, U.S. colonial history. In Grades 4 and 5, U.S. history is stressed.
5. Recommendations:	As part of our Building Planning process we must rethink units taught K-6; plan for summer curriculum development project.

SOCIAL STUDIES MATERIALS

SUMMARY SHEET V

School: Emerson Elementary Date: May 1987

GRADE	TEACHERS USE...	TEACHERS NEED...
K	Study prints - self and others Filmstrip set on families Puppet sets Children's literature (list available)	Globes Economics materials
1	Families textbook, 1975 National Geographic filmstrip series - families Families, Ways, Places, NYSED	Map skills kit New text? Literature on changing family roles
2	My Community textbook, 1970	New study prints Filmstrips on U.S. communities (ours are very dated) Map skills kit
3	UNICEF materials Our World textbook, 1975 Pen pal letters	Resources (a.v., literature, especially on world communities) Weekly News Magazine Multicultural resources/teacher guidelines
4	Our Town, America's Past textbook, BOCES Local History material News clippings Cobblestone Magazine Weekly News Magazine	Local history realia collection Tape recorder or videocorder for oral history projects Economics materials
5	Multicultural Resource Guide Weekly News Map Bank Street Writer Canadian Studies Resource Guide, NYSED Weekly News Magazine	Data Base software - Western Hemisphere Latin America materials Economics materials
6	Western Civilization, 1980 Bank Street Writer Weekly News Magazine Class sets of literature selections	Present text does not match State Program. Consider new text. Economics materials Soviet Union materials

COMMUNITY RESOURCES INVENTORY

SUMMARY SHEET VI

School: Emerson Elementary Date: May, 1987

GRADE	COMMUNITY PEOPLE AND PLACES USED	NOTES
K	Fields Farm - October, May	During these 2 visits different concepts are stressed.
1	Post Office; Hamburger Heaven; Fire Hall; Police Station	
2	Post Office; Fire Hall; Police Station, Fieldings Farm	Need to consider goals and activities of the K-2 trips. Are they appropriate? Redundant?
3	International Village	Concern about negative stereotypes conveyed by guide and commercialization. Find new site.
4	City Hall - January Public Library - September Old Benfield Restored Village	Two are walking trips. Two visits per year would be worthwhile to Old Benfield.
5	none	Consider a 3-day Canadian trip or student exchange.
6	none	

SOCIAL STUDIES STAFF DEVELOPMENT NEEDS INVENTORY

SUMMARY SHEET VII

School: Emerson Elementary Date: April 1987

Needs Areas	Primary Suggestions	No.*	Intermediate Suggestions	No.*
Strategies for Classroom Instruction	How to select and use children's literature in social studies	6	Using new technologies in social studies	1
			Improving content area writing	5
Content Instruction for Background	How to teach "family" in today's society	2	Latin America (SUNY professor)	2
			Economics	4
Classroom Management Techniques	Developing Participation Projects (as evaluation devices and instructional tools)	5		6
Evaluation & Recordkeeping Techniques			Preparing for the Grade 6 Program Evaluation	6
Interdisciplinary Instruction	Linking to Literature	3	Arts and Social Studies	1
Other:	Multicultural Education Materials, Activities, and Strategies	5		4

* Number who indicated they would attend.

SCHOOL CLIMATE CHECKLIST

SUMMARY SHEET VIII

School: Emerson Elementary Date: May, 1987

Numbers below indicate a tally of the responses for each category of the School Climate Characteristics.

IMPORTANCE
1 = Essential
2 = Very Important
3 = Important
4 = Somewhat Important
5 = Not Important

EXISTENCE
1 = Always
2 = Usually
3 = Sometimes
4 = Rarely
5 = Never

CHARACTERISTIC	IMPORTANCE					EXISTENCE				
	1	2	3	4	5	1	2	3	4	5
1. The school is a safe and secure place to work.	3	15	5			3	20			
2. Physical facilities are kept clean and made reasonably attractive; damage is repaired immediately.	5	18				13	5	3	2	
3. There is evidence of high staff morale.	16	4	3			6	9	3	5	
4. Teachers treat students fairly and consistently.	3	20				3	17	3		
5. Teachers and students exhibit a sense of pride in their school.	8	8	7			3	10	10		
6. Classroom atmosphere in this school is conducive to learning.	3	15	5				5	15	3	
7. When educational issues arise, student learning considerations are the most important criteria used in decision-making.	4	19					7	10	6	
8. Extra learning time is provided for students who need or want it.	3	20					13	10		
9. School events are scheduled to avoid disruption of learning time.	2	19	3						12	4
10. There are smooth, rapid transitions between activities throughout the day or class.	3	4	16			2	20	1	20	2
11. Teachers in this school are willing to change teaching methods if something better is presented to them.	3	15	5			1	11	10		
12. There is a clearly articulated mission of the school through which the entire staff shares an understanding and commitment to learning goals.	4	19					3	15	5	

Questionnaire taken from School Climate section of the NYS Effective Schools Consortium Survey of Professional Staff Perceptions of School Program.

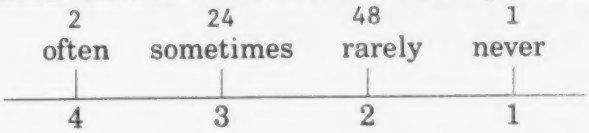
SOCIAL STUDIES PROGRAM SURVEY: PARENTS

SUMMARY SHEET IX

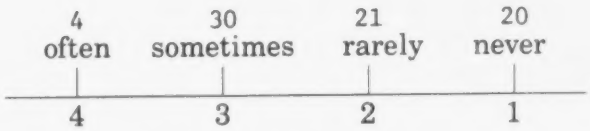
School: Emerson Elementary Date: April, 1987

The following tallies represent parent responses. Seventy-five parents K-6 responded to this survey representing a 63% response rate.

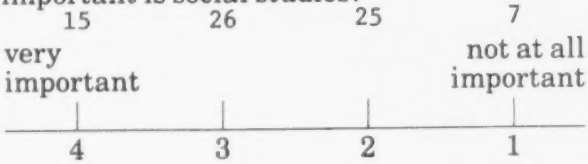
1. How often does your child talk about social studies as compared to other school subjects?



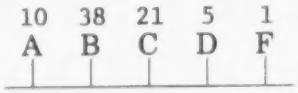
2. How often does your child bring home social studies homework as compared to other school subjects?



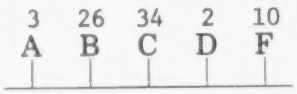
3. In your opinion, how important is social studies?



4. How would you rate our school's soci... studies program?



5. How do you feel your child would rate our school's social studies program?



6. Please list any strong points you see in the school's social studies program.

Most frequently mentioned to least

1. field trips
2. project work - interesting and important
3. History Day and International Night

7. Please list any areas in which you feel the school's social studies program should be improved.

Most frequently mentioned to least

1. More multicultural emphasis
2. More guidance for students when they do projects
3. More interesting materials needed

STUDENT SOCIAL STUDIES SURVEY

SUMMARY SHEET X

School: Emerson Elementary Date: April 1987

The numbers inserted in 1–4 below indicate the number of student responses in each category. The notes in Items 5 and 6 represent summaries of student comments.

1. How well do you like social studies?

   50 very well 78 fairly well 62 not well at all

2. How many times a week do you usually have social studies?

   ___ 0 18 1 56 2 112 3
   0 4 2 5 ___ more than 5

3. Check the things you do in social studies:

   140 read a textbook
   30 read library books
   160 go on trips
   10 have plays and skits
   25 write
   183 listen to the teacher
   10 play games
   68 do projects
   45 talk
   123 do workbook pages or worksheets

4. How well do you feel you do in social studies?

   88 very well 47 fairly well 53 poorly

5. What are some of the things you have liked best in social studies this year?

   Students consistently listed trips as best thing. Writing with the computer was mentioned 45 times. Reading books - 23 times; movies, filmstrips, TV - 67 times; doing projects - 46 times.

6. List things you think would make social studies better.

   More trips! Better books (newer books) and more projects.

NOTE: Students in Grades 3-6 were given this survey.

EVALUATING PROGRAM CHANGE

SUMMARY SHEET XI

School: Emerson Elementary Date: See Note

CONCERNS NOTED IN PREVIOUS EVALUATION DATA	CONCERNS NOTED IN CURRENT EVALUATION DATA
STUDENT ACHIEVEMENT	
PLANNING AND CURRICULUM IMPLEMENTATION	
MATERIALS AND RESOURCES	
SCHOOL CLIMATE	
PARENT AND STUDENT VIEWS	
STAFF AND STAFF DEVELOPMENT	
OTHER	

Since this is the first time we have conducted a Program Evaluation, we do not have comparative data.

SOCIAL STUDIES PROGRAM STRENGTHS EVALUATION FORM
SUMMARY SHEET XII

School: Emerson Elementary Date: June 1987

Key Question 1: Student Achievement

1. Students did particularly well on geographic content.
2. Performance on the notes was very good.
3. Students showed skill at research and group work.

Key Question 2: Degree of Implementation of New York State Social Studies Program

1. The activity-oriented components of the State program are applied to our program.
2. There is evidence of interdisciplinary planning.

Key Question 3: Content, Concepts, and Skills of Grade Level Programs

Our program generally matches the State program at grades K-2.

Key Question 4: Program Materials

A wide range of resources is used at most levels including study prints, a.v. resources, student news magazines, software, literature, and textbooks.

Key Question 5: Community Resources

1. At many grade levels community resources are used.
2. Resources used match State program goals and objectives.

Key Question 6: Staff Development

Key Question 7: Characteristics of Classroom Climates

The school is perceived as a safe place in which students are treated fairly and have pride in their school. There is a clearly articulated school mission.

Key Question 8: Parents' and Students' Views of the Program

Two-thirds of parents surveyed rate the social studies program as deserving of an A or B. Field trips, project work, and History Day were praised.

Key Question 9: Comparison with Previous Program Evaluations

First time for Program Evaluation.

SOCIAL STUDIES PROGRAM NEEDS EVALUATION FORM

SUMMARY SHEET XIII

School: Emerson Elementary Date: June 1987

Key Question 1: Student Achievement

Students have difficulty organizing their ideas in the writing sample. Student's understanding of economic concepts weak.

Key Question 2: Degree of Implementation of New York State Social Studies Program

1. Greater attention should be paid to linking social studies to reading and writing as well as to helping students understand visuals such as graphs, photos, charts, and cartoons.
2. Interdisciplinary links to all areas should be expanded.

Key Question 3: Content, Concepts, and Skills of Grade Level Programs

1. Our Grade 3, 5, 6 programs do not parallel the State program.
2. There is redundancy and unnecessary repetition in our program, particularly in the observance of holidays, study of Mexico and U.S. colonial history.

Key Question 4: Program Materials

Map skills kit materials and current filmstrips are needed at K-2. Economics materials are needed at K and 4-6. Text review needed at Grade 3 and 6.

Key Question 5: Community Resources

Consider expanding visits for grades 1, 5, and 6; there is a need to clarify goals of trips at grades 2-3. Overall field trip review needed.

Key Question 6: Staff Development Most frequently mentioned needs are multicultural education strategies and economic content and strategies. Also mentioned are Latin America, literature, writing, and preparing for testing.
Key Question 7: Characteristics of Classroom Climates Concerns noted about staff morale, the physical facility, and scheduling.
Key Question 8: Parents' and Students' Views of the Program Parents suggest more emphasis on multicultural content and more guidance for students when doing social studies at home.
Key Question 9: Comparison with Previous Program Evaluations First time for Program Evaluation.

TASK IDENTIFICATION AND PLANNING: K-6 SOCIAL STUDIES

TASKS	ACTIVITIES	TIME FRAME		RESOURCES		PERSON RESPONSIBLE	CRITERIA FOR MEASURING SUCCESS
		BEGIN	END	AVAILABLE	NEEDED		
CURRICULUM DEVELOPMENT	Develop yearly plans K-6	6/87	9/87	.State syllabus .Texts	.Funding	P. Hartle	Do yearly plans and curricula match State program?..foster content, concept, skill development?
	Develop curriculum guides with activity orientation — Grade 3	6/87	9/87	.Library resources .Curriculum writers	.Samples .Secretarial (word processing critical)	social studies committee	
	Grade 5	9/87	12/87				
	Grade 6	12/87	4/88				
STAFF DEVELOPMENT	Linking Literature to Social Studies	plan 7/87	10/87	.Meeting Room .3 half days .Librarian as advisor	.Training packets .Consultants and funds for fees	Ass't. Supt. Social Studies Committee	.Staff evaluations of sessions .Pre-post assessments of outcomes .Evidence of increased classroom use of strategies
	Writing in the Content Areas (Teacher Center Course)	Fall	1987				
	Developing Participation Projects		12/87				
MATERIALS DEVELOPMENT	Economics Activities Kit (collect & develop)	6/87	6/88	.Commercial materials	.Funds for purchase, writing, reproduction	Project Deep Coordinator P. Hartle	Teacher assessments of quality, utility, integrity of guides Student assessment of interest level
	Multicultural Resource Guide (interdisciplinary)	12/87	9/88	.Outreach Center addresses			
MATERIAL SELECTION	Select materials for Canada, Latin America, modern Europe	6/87	12/88	.SED Canada Guide	.Funds for purchase		.Readability, quality, accuracy, student appeal of materials
	Children's lit.-3 per grade level (prepare packets summer '88)	6/87	6/88	.Consulate materials .Librarian			.Accurate list of materials needed
	Inventory maps, globes			.Map company will do		P. Hartle	

In addition to the above, P. Hartle will initiate a building cabinet which will meet regularly. The first job of the cabinet will be to address morale concerns.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of School and Categorical Programs Evaluation
Albany, New York 12234

Field Review of
Guide to Social Studies Program Evaluation, K–6

Part I – Respondent Profile

A. School or Public School District: _____

B. Type of school in which you work:
1. Public ..... ☐
2. Nonpublic ..... ☐

C. Type of community which your school serves:
1. Urban ..... ☐
2. Suburban ..... ☐
3. Rural ..... ☐

D. Size of your school district:
1. Fewer than 2000 students enrolled in district ..... ☐
2. More than 2000 students enrolled in district ..... ☐

E. Present Position in District or School:
(Please check *all* that apply)
1. Superintendent of Schools ..... ☐
2. School Principal ..... ☐
3. Social Studies Supervisor ..... ☐
4. Elementary Teacher ..... ☐
5. Curriculum Specialist ..... ☐
6. Other ..... ☐
(Please specify: _____)

G. Grade level(s) at which you teach or supervise social studies:
(Please check *all* that apply)
1. Kindergarten ..... ☐
2. First Grade ..... ☐
3. Second Grade ..... ☐
4. Third Grade ..... ☐
5. Fourth Grade ..... ☐
6. Fifth Grade ..... ☐
7. Sixth Grade ..... ☐
8. Other Grade ..... ☐

PLEASE RETURN THE COMPLETED FORM BY JULY 31, 1987, TO:
Office of ESC Planning and Support Services
Room 869 EBA
New York State Education Department
Albany, New York 12234

Part II – Review of Draft Guide to Social Studies Program Evaluation, K–6

The Guide is designed to provide assistance to local education agencies in conducting a social studies program evaluation. It describes procedures for collecting and analyzing appropriate data so that the school personnel will be better able to make collaborative decisions about program improvement, as well as to meet the mandates of Part 100 of the Commissioner's Regulations.

Please consider and respond to the following questions so that we may ensure that the final edition of the Guide will help schools of the State to conduct quality program evaluations.

Please indicate your answers to the following questions by circling one number, from 1 to 4, for each. Where you feel there is a sufficient problem that warrants some change or rewriting, please indicate your suggestions for improvement.

	TO A LARGE EXTENT			NOT AT ALL
1. In general, is the draft guide *clearly written*?	4	3	2	1
Comments:				
2. Does the *general organization* of the draft contribute to your understanding of its contents and your ability to use the guide?	4	3	2	1
Comments:				
3. Does the *introductory material* adequately describe the purpose of the guide?	4	3	2	1
Comments:				
4. Does the *introductory material* adequately describe how the guide should be used?	4	3	2	1
Comments:				
5. Is the *format* of the guide acceptable?	4	3	2	1
Comments:				
6. Does the *eight-step procedure* to program evaluation make sense?	4	3	2	1
Comments:				

	TO A LARGE EXTENT			NOT AT ALL
7. Would it be feasible to carry out such a *procedure* in your school?	4	3	2	1
Comments:				
8. Are the *Key Questions* explained satisfactorily?	4	3	2	1
Comments:				
9. Would the suggested *survey forms, summary sheets,* and *checklists* be useful?	4	3	2	1
Comments:				
10. Will the *sample program evaluation* (pp. 55–78) be helpful?	4	3	2	1
Comments:				
11. Has any *important information needed* to conduct a program evaluation been omitted?	4	3	2	1
Comments:				
12. Is the guide *concise* enough for practical use?	4	3	2	1
Comments:				